

St Mary's Catholic Primary School

Accessibility Plan

APPROVED BY: GOVERNING BODY

DATE APPROVED: OCTOBER 2021

DATE REVIEWED: OCTOBER 2026

DATE OF NEXT REVIEW: OCTOBER 2027

Introduction
It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is frequently an overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children/young people more favourably than non-disabled children/young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children/young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children/young people, the steps taken to prevent disabled children/young people being treated less favourably than others, the facilities provided to assist access of disabled children/young people, and their accessibility plans.

The Responsible Body
The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children/young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children/young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children/young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,

  of information which is provided in writing for children/young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;
Children & Families Act (2014)
The Special Educational Needs & Disability Regulations (2014)
The SEND Code of Practice (revised April 2015)
Supporting pupils at school with medical conditions (2014)
Working Together to Safeguard Children (2013)
Reasonable adjustments for disabled pupils (2012)
Disability Discrimination Order (2006)
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
The Children Act 1989 Guidance and Regulations Volume 2 & 3
DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*
Health Standards (England) Regulations 2003

The School's Context

We are a mainstream maintained school for children & young people who age from 3 to 11 years of age. All of our year groups are one-form entry. We also have a Foundation Stage Nursery from three years of age (the term following their birthday). The school is currently a Local Authority maintained school.

The school comprises of one building covering an average site, mostly of one storey construction. The building itself has been designed to adapt to the contours of the site. As such, there are a number of different levels, which must be accessed by two or three steps. The school has responded to this by ensuring that each level has an access point from an exterior door, which are all accessible when entering the school's premises. The school has a ramp from the Key Stage 2 access point and also has accessible toileting facilities which can be accessed from the school's front entrance and the school hall.

The School's Aims

At St Mary's, we believe that every child should feel known, valued and encouraged to do their best. We work hard to provide a safe, caring and inspiring environment where children can learn, grow and flourish. Our staff are committed to high standards, positive relationships and a strong sense of belonging, so that every child can enjoy school life and make the most of each day.
We are a school with the highest aspirations for our children; here we provide exciting, engaging and challenging learning experiences to support our children on their educational and spiritual journey.

Formulating our Accessibility Plan
The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of**:**

- **Lead Governor for SEND:** Elizabeth Cotterill
- **Chair of Governors:** John Cape
- **Headteacher:** Danielle McCay
- **SENCo:** Emily Walker

This latest Accessibility Policy, Audit and Plan and its revision has been created by the SENCo, Emily Walker, and overseen by the Senior and Executive Leadership Teams.

Process
Our accessibility plan has been developed as follows:

1) Access audit and review of current activities completed
2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3) Goals and targets set which can be measured & include time frames.
4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
5) The Plan's contents checked.
6) Publication of the plan (and included it in the governors' report to parents).
7) Implemented the plan and allocated adequate resources.
8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability.
- we will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The school's Accessibility Plan is available on our school website St Mary's Catholic Primary School - Home and paper copies are available on request.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date of Original Plan: October 2021
Date of first Revision: October 2022
Date of second Revision: October 2023
Date of third Revision: October 2024
Date of fourth Revision: October 2025
Date of fifth Revision: October 2026

Lead member of staff: Emily Walker

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt

Teachers and assistants are trained to teach and support disabled children/young people. Staff are confident about meeting the needs of children/young people with a disability.	**X**			Staff receive regular SEND training and specialist support tailored to the needs of pupils in school. Additional training is arranged as required when new needs are identified. The school works closely with the Vision Impairment Team, Hearing Impairment Team, Occupational Therapy Service, and other external agencies to ensure staff are equipped to support pupils effectively. During 2026-27, staff continue to access advice, resources and interventions to support pupils' communication, sensory, fine motor and gross motor needs.
All school staff and the governors have had access to training on disability equality and inclusion.	**X**			The Governing Body is committed to ensuring the school complies with the Equality Act 2010 and makes reasonable adjustments to meet the needs of all pupils. Staff receive regular updates on the SEND Code of Practice, equality, inclusion and accessibility requirements. During 2026-27, staff will be kept informed of any developments in SEND policy and legislation, including relevant government reforms and guidance. Training and specialist support will be provided as needed to respond to the changing needs of pupils and new staff joining the school.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children young people.	**X**			The school seeks advice from a range of external agencies implements recommendations. Following a SEND audit, advice was received regarding the school environment, including making classroom displays more autism-friendly and reducing sensory overload. During the 2026-27 academic year, the school is undertaking a further environmental audit in partnership with the Local Authority to review accessibility and inclusion across the whole school. All staff, including teachers, teaching assistants, lunchtime supervisors, office staff and cleaners, will participate in training and the audit process to ensure a consistent whole-school approach. Classroom layouts and learning environments are regularly reviewed to maximise access, participation and inclusion for all pupils. The Hearing Impairment Team and Vision Impairment Team continue to visit school termly to provide advice, support and monitoring, ensuring that reasonable adjustments remain in place and effective for individual pupils.
Positive images of people with different abilities are	**X**			As a Catholic school, we are committed to promoting dignity, respect and inclusion for all. Through Catholic Social

apparent in the classrooms and the school generally.				Teaching, British Values, the wider curriculum and collective worship, pupils learn about diversity, disability, equality and different family experiences, helping them to understand and value the uniqueness of every individual. Positive representation of people with a range of abilities, needs and backgrounds is embedded throughout teaching and learning. Through classroom resources, books, presentations, displays and curriculum content, pupils are regularly exposed to diverse role models and experiences. When purchasing new resources, staff are encouraged to select materials that reflect the diversity of our school and wider community. Staff will continue to be reminded of the importance of inclusive representation through SEND and inclusion CPD during the 2026-27 academic year.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children/young people.	**X**			Staff adapt teaching, learning activities and resources to ensure that all pupils can access the curriculum and participate fully in school life, including music, drama, educational visits and physical activities. Reasonable adjustments and alternative approaches are used where necessary to meet individual needs. Where pupils require additional support to access learning or activities, staff work closely with the SENCO to identify appropriate strategies and adaptations. Advice and recommendations from external agencies are sought where necessary and incorporated into planning and provision. This ensures that barriers to learning are reduced and that all pupils are able to participate, achieve and experience success alongside their peers.
Lessons are responsive to diversity. Lessons allow children/young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	**X**			The school uses a range of strategies to support all pupils and their particular needs. All pupils with disabilities and SEND are included in all lessons. This should be recorded in the teachers' planning so that support is deployed effectively within each lesson.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their	**X**			The Senior Leadership Team are informed of teaching assistants' areas of specialism and expertise through experience. Where possible, these adults are placed with pupils with these disabilities. Those with significant disabilities have a key worker who will be predominately with the identified pupil in class. Provision is made for support to continue over breaks where

inclusion and raise attainment.				necessary. It is stated clearly that all efforts are made towards pupils' independence and their key worker is there to assist where necessary.
Staff recognise and allow for the mental effort/additional time required by some disabled children/young people, e.g. using lip reading, processing time for children/young people on the ASD Spectrum.	**X**			Staff recognise that some pupils require additional processing time and adapt their teaching accordingly. Where this is identified as a need, strategies and reasonable adjustments are recorded within the pupil's SEND Support Plan and implemented consistently across the school day. Support may include providing questions in advance, allowing extended thinking time before responding, adapting the pace of questioning and offering alternative ways for pupils to contribute. Pupils are not pressured to speak in front of others and are encouraged to participate in ways that build confidence and reduce anxiety. These inclusive practices form part of everyday classroom provision and, where appropriate, support access arrangements for assessments and statutory testing. Staff regularly review the effectiveness of these adjustments to ensure pupils can fully access learning and demonstrate their understanding.
When renewing computer hardware and software, machines and materials are chosen to support children/young people with a disability, e.g. vocalising brailling, touch screen, assistive technology.		**X**		The school recognises the important role technology can play in supporting pupils with SEND and additional needs. Staff have received training on the effective use of technology to support learning, including literacy development, and all classrooms have access to updated iPads and digital resources. When purchasing new hardware and software, the school considers accessibility and the needs of individual pupils. Specialist equipment and assistive technology will be sourced when required to support access to learning and ensure reasonable adjustments can be made. This approach enables the school to provide appropriate, up-to-date technology that meets the needs of pupils as they arise, while making effective use of available resources.
Provision of laptops is considered to aid recording and/or communication.	**X**			The school considers the use of technology to support pupils' learning, communication and recording of work. Where appropriate, pupils have access to iPads and other digital tools to support their individual needs, particularly in literacy and communication. Staff have received training on the effective use of technology to remove barriers to learning and promote independence.

				The school has recently invested in new iPads, enabling pupils to access a range of supportive applications and learning tools. Additional assistive technology and specialist equipment will be considered and provided where required to meet the needs of individual pupils and ensure full access to the curriculum.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	**X**			The school is committed to ensuring that educational visits and enrichment activities are accessible to all pupils. All visits are carefully planned and risk assessed, with accessibility considerations recorded through the school's educational visits system. Where possible, class teachers visit venues in advance to assess accessibility and identify any potential barriers to participation. Where challenges are identified, staff work with venue providers, parents and relevant professionals to make reasonable adjustments and explore alternative arrangements so that all pupils can access the experience. The school strives to ensure that no pupil is disadvantaged or excluded from educational visits due to a disability or additional need.
The school links with other schools to share good practice.	**X**			The school is committed to working collaboratively with other schools and professionals to share effective SEND practice and improve outcomes for pupils. The SENCO attends termly locality and pyramid planning meetings, as well as the Doncaster SENCO Network, to share expertise, discuss current developments and access training opportunities. The school also works closely with partner schools, including St Francis Xavier Primary School and Holy Family Primary School, to share successful strategies, resources and approaches to supporting pupils with SEND. This collaboration helps ensure that staff remain informed about best practice and are able to provide high-quality support for all learners.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	**X**			The school is committed to removing barriers to learning and ensuring that all pupils can access and participate fully in the curriculum. Staff make reasonable adjustments and adapt teaching, resources and learning activities to meet individual needs, enabling pupils with SEND and disabilities to achieve success alongside their peers. Curriculum planning reflects the school's inclusive ethos and, where appropriate, includes positive representation of

				disability and diversity as part of an inclusive community. Staff are encouraged to consider accessibility and inclusion when planning learning experiences and enrichment opportunities. Where staff have concerns about a pupil's access to learning or require advice on appropriate adaptations, they seek support from the SENCO, senior leaders and, where necessary, external agencies. This collaborative approach ensures that barriers are identified and addressed promptly, allowing all pupils to participate fully in school life.
Access Arrangements are used when appropriate to support children/young people with accessing tests and assessments.	**X**			Access Arrangements are used, where appropriate, to support pupils in accessing assessments and demonstrating their knowledge and understanding. A range of arrangements are trialled throughout each key stage to identify the most effective support for individual pupils. Agreed Access Arrangements are recorded within SEND Support Plans and reviewed through the Assess, Plan, Do, Review process. In addition to access arrangements, the school uses a range of tools to better understand and meet pupils' individual needs, including sensory profiles, hearing profiles, vision profiles and environmental audits. These assessments help staff identify potential barriers to learning and implement appropriate strategies and reasonable adjustments across the school environment.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIAS, Early Help	**X**			The school is committed to working in partnership with families and ensuring they can access appropriate support and services. The Senior Leadership Team, SENCO and Safeguarding Team work closely with parents and carers to identify needs and signpost families to relevant services and support networks. The school regularly liaises with a range of external agencies, including Early Help, Educational Psychology, ASCETS, BOSS, Family Hub Services, the Vision Impairment Team and the Hearing Impairment Team, to secure advice and support for pupils and families. Parents are also provided with up-to-date information about local services, coffee mornings, workshops and support groups to help them access additional guidance and opportunities within the community.
A governor takes particular interest in, and responsibility for	**X**			The school has a designated SEND Governor who takes a particular interest in promoting inclusion, accessibility and

promoting disability awareness and inclusion.				positive outcomes for pupils with SEND and disabilities. The SEND Governor meets with the SENCO and Chair of Governors to review provision, discuss priorities and monitor the school's responsibilities under SEND and equality legislation. Through these meetings, the governing body maintains oversight of the school's inclusive practices, accessibility developments and ongoing work with external agencies, helping to ensure that all pupils are able to access and participate fully in school life.

Section 2: The school is designed to meet the needs of all children/young people.

Statement	**Fully**	**Partly**	**Not**	**Plan Prompt**
The size and layout of areas allow access for all children/young people, including wheelchair users.		**X**		Key Stage Two classrooms can be accessed by the Key Stage Two playground and via the wheelchair ramp. Foundation and Year One can be accessed via main entrance. Where future renovations and restructuring take place in the future, the access for people with all abilities and disabilities will be incorporated into the design.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	**X**			The SENCo will bring requests for specific purchases to meet pupils' needs to the attention of the Business Manager of the Senior Leadership Team. The School works to improve access and resources for all pupils on roll at the school and to anticipate the needs of pupils who will join the school in the future.
There is a plan which shows priorities for major and minor works, costed		**X**		This information is recorded by the Business Manager and the Senior Leadership Team in the School Improvement Plan. All projected works and projects must be regularly reviewed in order to reflect increases in estimates for completing developments.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	**X**			The school uses specific maintenance companies to check all facilities on a regular basis. The School's Business Manager and Site Manager have all documentation securely recorded following each visit. The Business Manager and the school's Site Manager routinely check all equipment and facilities. The school ask that all staff, including cleaners, report any

				defects immediately to either the Business Manager or Site Manager.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.		**X**		The fire alarm system has auditory and visual components. Fire and emergency evacuation drills are held each half term. Identified pupils are given time to talk through their evacuation before the drill using their PEEP (see below). Following a drill, the pupils' responses and any obstacles delaying or preventing the evacuation are noted and work takes place to remove these obstacles.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.		**X**		All identified pupils have their own Personal Emergency Evacuation Plan (PEEP). This Plan is shared with the class team and with the pupil (where appropriate). These are reviewed regularly to reflect any changes. On the reverse of the PEEP is the map of the building with the evacuation route clearly marked to ensure all exits (unless blocked by fire) are accessible given the pupil's particular need. Any supply or covering staff are requested to familiarise themselves with the PEEPs before teaching the class.
With regards to *'Supporting pupils at school with medical conditions (2014)',* there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children/young people taking medication, those with limited toileting training.	**X**			All medicines are stored in a locked cupboard in the office area. If the medicine requires refrigeration, they are stored in a refrigerator in the Meeting Room next to the office area. Only the designated staff with medicine administration and First Aid training can administer medicines to children and young people. All medicines are stored and administered in line with the school's Medicines Policy. The Medicines' Record must be completed by the family member on the day the medicine is brought into school. Changing facilities have been incorporated within the accessible toilet in the Office Reception area. This is within a room, enabling changing to take place discreetly.

Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	**X**			Access to the school from the public highway to the paths around the school and the school's car park are in place; provided visitors and the parents/ carers of all pupils within school abide by the parking guidelines and markings. The school's car park has two disabled parking bays.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	**X**			Specific reference is made in the school's and the Diocesan Policies for recruitment.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for children/young people with HI and advice sought from other agencies to take appropriate measures in the classroom.	**X**			The school works closely with outside agencies who provide advice and support in the most effective ways to adapt classrooms, furniture and accessibility. These services include Special School's Outreach Service, Occupational Therapy and Physiotherapy, etc.
The décor and/or signage is not confusing or disorientating for children/young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for children/young people with VI. Labels and signs are presented pictorially and in written word if needed for people with a disability.	**X**			The programme of decoration throughout the school has tried to use warm, muted tones for all walls and soft furnishings. Refurbishment has also seen a reduction in the number of display boards to prevent sensory overload. Class teacher's decorations of classrooms depend greatly on the pupils in their current year group, limiting the amount of visual displays if necessary, to creating a calm atmosphere. Visual timetables are used in every class, such as Widgits and 'now and next' approaches. Strategies such as Social Stories and Comic Strip Conversations are used. Widgits are used in lessons to support children with literacy difficulties and social communication needs.

Section 3: The school delivers materials in other formats**.**

Statement	**Fully**	**Partly**	**Not**	**Plan Prompt**
Information is provided in simple language, symbols, large print, on audiotape or in braille	**X**			The school is committed to ensuring information and learning materials are accessible to all pupils. Staff have received training in the use of Widgit and dual coding approaches,

for children/ young people and prospective pupils who may have difficulty with forms of printed information.				which are used across the school to support understanding, communication and access to learning. Pupils with visual impairments receive adapted resources, including enlarged worksheets and modified materials, in line with specialist recommendations. The school works closely with the RNIB and specialist teachers to provide enlarged versions of class texts and reading books matched to pupils' reading abilities. These resources have been purchased across multiple year groups to ensure ongoing accessibility and continuity as pupils progress through the school. Where required, information and learning materials can be adapted to meet individual needs, ensuring that all pupils are able to access the curriculum and participate fully in school life.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	**X**			The school presents information in a variety of ways to ensure it is accessible to all pupils. Staff routinely read instructions and tasks aloud, use clear visual aids, dual coding, real-life images and interactive displays to support understanding. Classrooms are equipped with appropriate technology to enhance access, including visual presentations and amplified audio where required. Pupils are seated thoughtfully to meet their individual needs, including considerations for hearing, vision, attention and communication. The school responds to the specific needs of each pupil and adapts the presentation of information accordingly. Where appropriate, advice from external professionals, including Educational Psychologists, the Hearing Impairment Team, the Vision Impairment Team and other specialist services, is used to inform classroom practice and ensure pupils can fully access learning and participate alongside their peers.
ICT facilities are used to produce written information in different formats as appropriate.		**X**		The school uses ICT to create and adapt resources to meet the needs of individual pupils. Staff produce bespoke learning materials in a range of formats to support accessibility and enable all pupils to access the curriculum effectively.

				Pupils with visual impairments receive adapted resources, including enlarged worksheets and texts, in line with recommendations from specialist teachers. The school works closely with the RNIB, which provides enlarged versions of class novels and reading books to support pupils with visual needs. In addition, pupils with visual stress have access to coloured overlays, reading rulers and printed materials on coloured paper where appropriate. Technology and adapted resources are used proactively to remove barriers to learning and ensure that pupils can access information in a format that best meets their individual needs.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational/ physiotherapists, speech and language therapists, school nurses, Health visitors, etc.	**X**			Staff are familiar with a range of technologies and strategies designed to support pupils with disabilities and additional needs. The school works closely with external agencies, including the Vision Impairment Team, Hearing Impairment Team, ASCETS, Occupational Therapy, Physiotherapy, Speech and Language Therapy and healthcare professionals, to ensure staff receive relevant training and advice. During the previous academic year, staff received training on the effective use of technology to support learning and accessibility. The Vision Impairment Team continues to work closely with the school, providing regular training for staff and pupils on touch typing, accessibility features and apps that support reading, writing and mathematics. This ongoing professional development ensures that staff are well equipped to use technology and specialist strategies to remove barriers to learning and promote independence for all pupils.
There is an effective process to deal with both complaints and positive suggestions from the parents of children/young people with a disability.	**X**			The School's Complaints Policy is in place for any family to raise their concerns. The school uses many ways for families to communicate their feedback to the school, including opportunities at drop off and collection and DOJO. SEND Reviews are also an opportunity for families to share their concerns and comments. Questionnaires are also used to gain parent and pupil voice.

Accessibility Planning for Period 2021/22 – 2026/27

Lead member of staff: Emily Walker

Date Approved: 01.10.2021
First Revision Date: October 2022
Second Revision Date: October 2023
Third Revision Date: October 2024
Fourth Revision Date: October 2025
Fifth Revision Date: October 2026

Recommended Revision Date: October 2027

The main priorities in our access plan focus on:

1. **To increase access to, participation in and achievement within the curriculum for pupils with disabilities and additional needs through inclusive teaching, reasonable adjustments and the effective use of assistive technology.**

2. **To continually improve the physical environment of the school, ensuring it is accessible, welcoming and responsive to the needs of all pupils, including those with sensory, physical and neurodiverse needs.**

3. **To improve the accessibility of information, communication and learning resources through a range of formats, including digital technologies, visual supports and adapted materials, so that all pupils can access information independently and effectively.**

St Mary's Catholic Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	**Action**	**People Involved**	**Timeframe**	**Cost**	**Outcome/Review Evaluation**
Short Term	Increase the effective use of assistive technology for pupils with visual impairments through the implementation of new iPads, accessibility apps and specialist software.	SENCO and Vision Impairment Team to support staff in implementing accessibility features, apps and assistive technology on iPads, with recommendations embedded into classroom practice.	SENCO Class Teachers Support Staff VI Team	Academic Year 2026-2027	Production of materials and resources. New iPads, accessibility apps, VI service support, staff CPD free	Visual impairment pupils are using agreed accessibility features and apps to support reading, writing and curriculum access, with progress monitored alongside advice from the Vision Impairment Team.
	Develop staff confidence in using technology to support pupils with visual impairments through ongoing training and specialist guidance from the Vision	Staff to share examples of technology and accessibility tools being used in classrooms, with monitoring and support from the SENCO and Vision Impairment Team during the 2026-27 academic year.	SENCO Class Teachers Support Staff VI Team	Academic Year 2026-2027	Production of materials and resources. New iPads, accessibility apps, VI service support, staff CPD free	Staff have received training on accessibility tools, touch typing and appropriate apps, and are able to consistently implement recommended strategies within lessons and interventions.

	Impairment Team.					
	To develop effective classroom communication through the consistent use of the school's Oracy Toolkit, enabling pupils to strengthen their listening, attention, speaking and communication skills. .	Staff will implement the school's Oracy Toolkit within lessons and talk-based activities, consistently modelling and reinforcing key communication skills such as active listening, eye contact, turn-taking, speaking in full sentences and respectful discussion. Staff will build on training received and embed these strategies across the curriculum to support all learners, including those with SEND and communication needs.	SENCO Class Teachers Support Staff	Academic Year 2026-2027	Production of materials and resources.	Oracy strategies are evident in classrooms across the school. Pupils demonstrate improved listening, turn-taking and communication skills during lessons. Staff consistently use a shared language and approach to support high-quality talk and discussion. Learning walks and pupil voice demonstrate effective implementation of the Oracy Toolkit.
	To ensure all Personal Emergency Evacuation Plans (PEEPs) are current, effective and meet the individual needs of pupils requiring additional support during an emergency evacuation.	Review and update all PEEPs annually and following evacuation drills, ensuring plans reflect the individual needs of pupils, including those with physical, sensory and neurodiverse needs. New PEEPs have been developed for pupils requiring additional support, including autistic pupils, and are shared with all relevant staff. .	SENCO Class Teachers Support Staff	Academic Year 2026-2027	No costs incurred	All PEEPs are reviewed and updated for the 2026-27 academic year. New PEEPs are in place for identified pupils, including three autistic pupils. Evacuation procedures are tested through regular drills and amended where required. Staff are familiar with their roles and responsibilities within each PEEP. PEEPs are securely stored, readily accessible to relevant staff and signed by all involved parties.
	To ensure all Personal Emergency Evacuation Plans (PEEPs) fully support pupils during both evacuation and lockdown procedures, taking account of their individual needs.	Review and update all PEEPs annually and following emergency drills, ensuring they include both evacuation and lockdown procedures. Pupils requiring a PEEP, including those with autism and other additional needs, will be supported to understand the	SENCO Class Teachers Support Staff	Academic Year 2026-207	No costs incurred	All PEEPs are reviewed and updated for the 2026-27 academic year. PEEPs include clear guidance for both evacuation and lockdown situations. New and updated PEEPs are in place for identified pupils, including three autistic pupils. Pupils with PEEPs are familiar with lockdown and evacuation

		school's lockdown procedures (three whistle blows and the indoor school bell signal). All staff will receive refresher training and be clear about their responsibilities in supporting identified pupils during emergency situations.				procedures and have practised these through regular drills. Staff understand their roles and responsibilities and can effectively support pupils during emergency procedures. Feedback from drills is used to refine and improve individual plans where required.
Medium Term	To develop a specialist Early Years provision that supports communication, interaction and successful transitions for pupils with SEND, including those with emerging ASD needs.	Implement Intensive Interaction approaches and a personalised EYFS curriculum where appropriate. Staff will access training, coaching and support from the EYFS Team, Inclusion Team and Area SENCO to develop specialist provision that promotes communication, engagement, regulation and positive transitions into Nursery and Reception.	SENCO EYFS Team Area SENCO Inclusion Team EYFS Class Teachers Teaching Assistants Parents/Carers	Throughout the 2026-27 academic year Review July 2027	Cost of Seedlings Training CPD/ASCETS training	Staff are confident in delivering Intensive Interaction strategies. Identified pupils with SEND have personalised provision and appropriate communication support. New pupils with SEND settle successfully into Nursery and Reception. Observations demonstrate improvements in engagement, interaction and communication skills. Advice from external professionals is embedded into classroom practice.
	To further develop the school's physical and sensory environment to ensure it is accessible, inclusive and supportive of the needs of all pupils.	Complete the whole-school accessibility and environmental audit in partnership with the Local Authority and implement recommendations to improve classroom environments, sensory considerations and accessibility for pupils with disabilities and additional needs.	SENCO Senior Leadership Team Class Teachers Teaching Assistants Local Authority SEND Team Vision Impairment Team Hearing Impairment Team Occupational Therapy Service	Throughout the 2026-27 academic year Review July 2027	Cost of materials printed/bought	Environmental audit completed and recommendations prioritised. Staff receive training on creating inclusive and autism-friendly environments. Classroom environments reflect agreed accessibility standards. Barriers to learning identified through pupil, parent and professional feedback are addressed. Pupils report feeling safe, supported and included in their learning environment
Long Term	To ensure that the school's outdoor environment and play facilities are accessible, inclusive and enjoyable for all pupils, including	When planning, purchasing or replacing playground equipment and outdoor resources, accessibility and inclusion will be	Site Manager SENCO Senior Leadership Team Governors	2026-2028	Cost of future playground equipment, trim trail developments and any associated	Accessibility is considered as part of all future playground developments and purchases. New equipment provides inclusive opportunities for pupils with a range

	those with disabilities and additional needs.	considered as part of the decision-making process. The Site Manager, Senior Leadership Team and SENCO will work together to ensure that new developments provide opportunities for all pupils to participate, engage and play alongside their peers.	School Council (where appropriate) External specialists as required		accessibility adaptations, subject to available funding and budget approval.	of physical, sensory and communication needs. Advice from pupils, sf and external agencies is sought where appropriate. The outdoor environment becomes increasingly accessible and inclusive for all members of the school community. Pupils with SEND and disabilities are able to participate fully in playtime and outdoor learning opportunities alongside their peers.
	To improve physical accessibility throughout the school by reducing barriers created by changes in level and improving internal access for pupils and adults with mobility needs.	When undertaking future building developments, refurbishment projects or premises improvements, the school will consider the installation of internal ramps and other accessibility adaptations. Particular consideration will be given to improving access between classrooms and shared areas where steps currently create barriers for wheelchair users, those with physical disabilities and the safe movement of equipment such as iPad trolleys.	Site Manager Headteacher SENCO Governing Body Local Authority Property Team Health and Safety Advisor External Contractors/ Architects	2026-2029 and beyond (as funding and premises developments allow)	Potentially high cost. To be determined through future building projects, accessibility reviews, quotations and capital funding opportunities. Costs may include internal ramps, flooring adaptations, doorway modifications and accessibility improvement	Accessibility is considered during all future premises developments and refurbishment projects. Opportunities to install internal ramps and improve access routes are identified and costed. Barriers created by steps and changes in level are reduced where feasible. Pupils, staff and visitors with mobility needs can access a greater proportion of the school independently. Movement of accessible equipment, including iPad trolleys and other learning resources, becomes easier and safer throughout the school. The school's physical environment becomes increasingly inclusive and accessible for all users.